DOCUMENT RESUME

ED 216 726 JC 820 199

AUTHOR Cooke, Virginia; And Others
TITLE Report of the Task Force on the Academic Program.
INSTITUTION Fraser Valley Coll., Chilliwack (British Columbia).
PUB DATE May 81
NOTE 91p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS College Faculty; College Planning; Community Colleges; *Curriculum Development; Faculty Workload; Financial Support; Instructional Improvement; Literature Reviews; Needs Assessment; *Program Development; *Teacher Role; *Transfer Programs; Two Year Colleges

ABSTRACT

In November 1980, a task force was formed at Fraser Valley College (FVC) to determine the future direction of the university transfer program and to make recommendations regarding the program and its implementation. This report presents information on the background, activities, and recommendations of the task force. Section I presents the background to the study, its context, and the terms of reference within which the task force operated. After two sections which provide a review of the relevant literature on community college education in the United States and Canada, and a selected bibliography of sources consulted, Section IV discusses present and potential faculty roles and workload within the context of FVC's commitment to a full two-year university-parallel transfer program. Section V examines existing and potential sources of funding for the academic program and for faculty development activities, and recommends the appointment of a grants officer to gather information on available funds. Finally, Section VI provides 16 recommendations for the academic program at FVC covering areas such as institutional responsibilities, faculty workload, funding sources and needs assessment, and the allocation of 25% workload credit to each department for program development. Appendices provide task force reports from each of the three academic departments involved in the study, i.e., humanities, natural science, and social sciences. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED216726

REPORT OF THE TASK FORCE ON THE ACADEMIC PROGRAM

MAY, 1981

VIRGINIA COOKE, HUMANITIES

RONALD LAYE, SOCIAL SCIENCES

DOUG MC DOWELL, NATURAL SCIENCES

JC 820 199

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Virginia B. Cooke

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TABLE OF CONTENTS

I	Introduction and Background	p. 3
II	Review of Literature	p. 8
III	Sources Consulted: Selected Bibliography	p. 17
IV	Academic Faculty Roles: Present and Potential	p. 19
V	Funding and Implementation	p. 30
VI	Recommendations	p. 44

Appendices:

A.	Humanities Report	p. 47
B.	Natural Sciences Report	p. 62
C.	Social Sciences Report	p. 70
D.	Background Comments to Recommendations	p. 81

I. Introduction and Background

A. History and Reasons for this study - Relationship with Self-Study

The Task Force on the Academic Program was conceived by the academic faculty at Fraser Valley College, and preceded by a substantial gestation period and a good deal of labour. Like all such brainchildren, its long-term results are difficult to predict. Its origins are significant, however, because this study was conceived not in distress or urgency brought about by declining enrollments or administrative pressures, but rather out of interest and commitment on the part of faculty who wished to reassess their roles within the college and the community.

The academic faculty at Fraser Valley College offer a wide range of university transfer courses. With the occasional exception of applied courses taught for specific career programs (mathematics for business students, for example), and college preparatory courses, the normal eight-course teaching load of the faculty consists entirely of first and second-year university transfer courses of which the instructors are unabashedly proud. Over a period of the last three years, however, the faculty in the sciences, social sciences and humanities have become increasingly aware that heavy demands on their time created by sixteen-hour teaching loads, college and committee work and all other instruction-related business have severely hampered the reassessment and development of the programs, especially development other than strict university transfer courses. Most suggestions for new or non-traditional courses or activities and projects related

to the larger community or the college as a whole have been either tabled or placed on already over-burdened faculty shoulders. Some courses or projects have found generous and sympathetic administrative support (see individual department reports), but these have been treated as "special cases," and not as part of an ongoing or organized survey of the effectiveness of the academic area in serving the needs of the college and the community.

This lack of time for redesigning or developing educational offerings was reflected both in the college's institutional self-study and in the resulting recommendations of the external evaluation team in the spring of 1980. In the separate unit reports of the Fraser Valley College Self-Study (1979/80) every academic department expressed the need for more time for program and curriculum development, both of university transfer and of non-traditional courses and material. In the summary of the unit reports, this recommendation was second only to the recommendation for upgrading of physical facilities.

> The second most commonly shared recommendation centered on the need to increase opportunities for faculty to teach in a variety of non-traditional formats within the general area of Continuing Education. In many cases this recommendation stemmed from a general desire on the part of many faculty to participate in general interest/ Continuing Education situations, but at remunerative rates commensurate with their expertise and experience. A desire to have such participation considered as a part of the teaching load was a concomitant concern. (p. 275)

The external evaluating team underscored this need by stating as its first recommendation concerning the university transfer area: "That ways and means be sought to incorporate the development and offerings of general interest courses as part of full-time faculty

load (p. 55)."

The Self-Study and follow-up evaluation revealed that U.T. faculty were not the only college personnel to express interest in the roles of academic faculty within the college. Three statements of principle from the Continuing Education division of the college are of central interest here:

> It is desirable to make available the considerable expertise of college faculty and staff to the community.
>
> It is necessary and desirable for the college to acknowledge and recognize the community service contributions of faculty members by various combinations of release time, money and formal institutional recognition.
>
> Faculty involvement in special, or non-regular, college activities not only provides expertise to the college, but can revitalize and stimulate them in new directions as a result of contact with different people in different settings. For example, nearly all instructors who have the opportunity to work with native people in their own communities find the experience to be a rich and rewarding one, which enriches their subsequent instruction back in the regular classroom. (External Evaluation p. 21).

In subsequent interviews with this Task Force, the Dean of Continuing Education has underscored his commitment to working together with the academic faculty to find ways to make their expertise more available to the community.

In November, 1980, the Dean of Instruction granted a course release to one faculty member from each university transfer department for the formation of a task force on the academic program at Fraser Valley College. This group was given the following terms of reference agreed upon by both faculty and the Dean.

B. Terms of Reference

CONTEXT

The college has established an academic program based on the university transfer model. The program is reasonably well established and offers, with some notable exceptions, a comprehensive program of first and second year courses.

It is generally recognized that students enrol in academic transfer courses for several reasons, only on of which is to transfer to a university. U.T. courses adequately serve the needs of these transfer students but the nature and scope of the offering itself is considerably retrained by the criteria associated with establishing transferability such that non-transfer academic activity is severely limited.

Additionally, there are a number of teaching and service activities which many academic faculty would like to pursue which, if developed, would enrich the program. At present such activities are not considered to be a part of one's "regular" load and therefore are viewed to be outside the mainstream of academic activity.

The purpose of this project is to consider the current and future directions of the College's academic program, and to make recommendations regarding the program and its implementation.

THE TASK

Basically the task is to recommend answers to two questions:

1. What should be the future direction(s) of the academic program at Fraser Valley College?

2. How, given funding realities and the need to maintain reasonable per unit costs, is the proposed plan to be achieved?

Specifically, the task of the committee is to:

1. Review the practices and studies of provincial and other community colleges in the area of non-U.T. academic programming.

2. Identify future desirable directions of the F.V.C. academic program and provide rationale for such a program. Such directions may include, but are not necessarily limited to, College credit academic courses, components of Career and/or Vocational programs, Community Education type offerings, and programs involving community service.

3. Establish funding parameters for academic programs as prescribed by the Academic Council.

4. Explore additional possible sources of revenue if any are required to implement the proposed program and to recommend cost-effective methods for implementing the proposed program.

5. Propose administrative guidelines for academic departments regarding such matters as program approval, workload, requirements for release time, U.T. and non-U.T. program balance, teaching - service balance, use of non teaching duty time, and other administrative concerns.

TASK GROUP

A task group of three faculty, selected as representatives of each academic department, will receive one course release each in order to complete the project. The group will determine its own method of operation, but will select a chairperson who will assume responsibility to see that the task is completed. The committee will make regular progress reports to the U.T. coordinators and confer regularly with the Dean of Instruction.

OUTCOME

The task should be completed no later than April 1, 1981. A complete report of the activities and recommendations of the committee should be provided to the Dean of Instruction at that time.

Implementation of some or all of the recommendations of the report will be dependent on the College's budget, and achieving the necessary approvals from administrators and Board.

II. Context: Review of the Literature

The time limitations of the study placed some severe limitations on research, especially research from outside the college. Because of our own limited resources, the Task Force was heavily dependent on inter-library loans from the universities. Some materials from outside the province which were sent for did not arrive on time; some interviews and follow-up interviews were never completed. As is invariably the case, only after much investigation did further likely sources of information emerge - and then too late to be fully explored. So this Task Force's first recommendation, even before presenting the body of our report, is that further systematic information-gathering take place, for there is much more to be learned which will affect the directions and the effectiveness of our programs.

Besides library research, the three members of this Task Force surveyed the faculty of the college, both within and outside our departments. Both faculty and administrators were interviewed, and should be credited for their thoughtful responses

and their support of the project. Administrators of other colleges in British Columbia were consulted, as were representatives from the Open Learning Institute and the Knowledge Network. The members of the task force also presented interim reports to their respective departments for discussion and appraisal. These varied activities have resulted in a list of recommendations which the faculty and administration are now free to consider.

As has already been noted, the time limits of this study did not allow for an exhaustive review of the literature. It became readily apparent that, in spite of a growing body of written material concerning the two-year colleges, much of it was not germane to the Task Force terms of reference. It was either too general (The Education of Adults: A World Perspective), dated (two-year colleges have grown vastly in number over the past few years; the emphasis of those colleges has changed; and the financial resources for all educational institutions have diminished significantly--so that research prior to the 1970's has an irrelevant perspective), or too specific and regional ("How a college in Florida met the needs of the black women in a rural community").

More significantly, it also became apparent that the nature of our study of the academic faculty's expanding roles within the college, if not altogether unique, is highly innovative. The bulk of the literature is from the United States, and reflects the desperation of faculty faced with declining enrollments and disappearing jobs (A.M. Cohen, The Faculty and the Humanities: Two Endangered Species) rather than an intrinsic desire to step

back and in a relatively unpressured manner, assess faculty's roles. Although plagued with continual cutbacks in financial support, colleges in British Columbia are still in the relatively privileged position of being able to observe and profit from experiments in the United Sates without necessarily making the same mistakes.

The first public community college in the United States was established in 1901 (Stevens, p. 38). From 1909-40, 60-70 per cent of the college enrollment was university transfer; from 1956-64, that figure changed to 43 per cent; by 1975, many states were reporting 24 per cent (Lombardi, p. 6). "By 1973, less than 43 per cent of the students in community and junior colleges were enrolled in transfer programs. Today this proportion has dropped to approximately 30 per cent; and the proportion of students who enter a four-year institution at the junior level is now about 5 per cent (Friedlander, p. 59). Although the exact figures regarding university transfers varied with the report, reflecting differences both in the states and in the methods of reporting, it is universally agreed that enrollments in university transfer programs are declining both in percentages of the total student body in two-year colleges, and, more alarmingly, in real numbers in many areas of the United States. Transfer education is no longer the principal function of the community college. Yet Lombardi reports that, "On the whole administrators are satisfied that the public community colleges are performing their transfer function rather well because of the good performance of their transfer students".

This concern with the relatively low percentage of students who both enroll in transfer programs and actually transfer to universities is reflected in the report to the Academic Council of British Columbia recently prepared by John Dennison (A Study of Non-transfer Students from Academic Programs in the Community Colleges of British Columbia, August, 1980). Dennison arrives at a figure of 16 per cent who transferred to a university in the 1978 calendar year in this province (p. 9), and he suggests that his estimate in conservative. The figure at Fraser Valley College was 12.9 per cent (18.6 when adjusted to include students who remained in the province's community college system). These figures seemed alarmingly low when first issued and caused considerable stir among both faculty and administrators, but when compared with the 1978 statistics for California and Washington (Lombardi, p. 10) of 2.1 per cent transfers to universities, they seem astonishingly high. Further, Fraser Valley College still shows an increase in real enrollments in the university transfer area, although the rate of that increase is declining. So while it would be naive and negligent to ignore the probability that the percentage of enrollments in the university transfer area of the college will continue to decline, this awareness should not produce panic, but instead should emphasize the need to plan carefully in our future programming.

The causes for declines in transfer education in the United States, although they vary from state to state, can be generally summarized to include 1) the introduction and promotion of vocational education 2) the addition of community education

functions 3) the growth of remedial education 4) the increase of part-time students 5) the aging of the population (Lombardi, 16-17). U.S. community colleges are also faced with severe competition from a large number of four-year colleges and universities which, in periods of declining enrollments, have in many cases lowered their entrance standards to include students who would have previously been likely candidates for the community colleges. Lombardi also notes that the lowest percentage of transfers will be in states that have given jurisdiction of adult and vocational education to the community colleges, have a high proportion of adult and part-time students, and have an open-door admissions policy (California and Washington fit this description, and are therefore statistically low). All these characteristics, except for increased competition from many four-year colleges, apply in British Columbia. There are, however, a number of differences in population distribution and the nature of the colleges themselves which make too close a comparison misleading.

In an educational marketplace which has capitalized on the growing market for vocational and remedial education, there is in some cases the tendency to diminish the importance of the original function of the colleges: the academic function. While colleges are by their nature more flexible and responsive to immediate community needs than universities can or should be, this tendency to emphasize remedial students carries dangerous implications: ". . . if courses and programs needed by high aptitude students in transfer programs are not provided, those students may enroll in a four-year institution . . . This loss of high aptitude

students will reduce further the viability of transfer programs within the community college. The growing number of community college students who are academically "underprepared" will reduce enrollment in transfer education courses. There is a high attrition rate among remedial students who enter courses in transfer and technical education programs. Few of these students remain at college for four semesters or transfer to a four-year institution (Friedlander, p. 61)." In an article entitled "What is College For," Bette Slutsky further warns of the dangers of community colleges, "always a bit shaky from lack of identification", trying to be all things to all people. Eager to embrace non-traditional students, the colleges have eliminated course requirements and lowered standards until the colleges themselves are debased. She asks, "Is it true, as some say, that community colleges have become halfway houses for all kinds of adults who cannot cope with the real world? Is it true that the major guideline for determining course offerings is how much money they will bring from the money-givers?" Clearly academic faculty in the U.S. feel threatened not only with declining numbers, but with the constant potential for declining quality of their programs.

In his report Dennison reasserts the value of university transfer programs, regardless of the percentage of students who proceed to universities. "While the colleges have undergone a process of evolutionary change, the university transfer or liberal studies programs have retained a high public profile and are undoubtedly one of the most attractive features." While government bodies repeat these sentiments from time to time, they have more

frequently funded mere maintenance of those programs rather than allowing for any serious redesigning or curriculum development. Dennison notes that students' reasons for taking academic courses at the colleges are much more varied than the intention to transfer; more than two-thirds of such students who enroll have no intention to transfer to universities. Nevertheless, the students questioned in his survey expected very high standards of teaching, and suggested raising, not lowering, the quality of the courses. This suggests that regardless of the motives for enrolling, the "university transfer" label may be important, for Dennison cautions that "colleges have had limited success, in the past, with "general" academic courses which do not carry university transfer credit (p. 10)". The large number of non-transfer students indicates that the colleges may well be able to concentrate more on general academic education without being tied totally to articulation requirements, but the standards of such education must be kept high. The challenge that emerges, then, is the need for academic faculty and administrators to be innovative, to service the growing college and community population who are not destined for universities, while at the same time retaining and improving the quality of our academic offerings.

Attempts by academic departments in the United States to adapt to changing enrollment patterns, decreased funding, and varying community demands have resulted in some highly innovative curriculum development, though innovations which are undertaken too hastily may undermine the credibility of the college's offerings and result in "innovation backlash" (Whisnant, p. 3).

"Faculty often lack a strong conceptual justification for the innovative programs and methods they are asked to execute. The result is lack of commitment, resistance to change, and the development of programs that are somewhat superficial."

Increasingly more academic departments in the U.S. are finding ways of bringing academic offerings to career or vocational programs through courses designed specifically for those areas. One realistic if not noble motivation for such cross-over is that of cashing in on growing enrollments in those areas "where the funding action is." But in many cases this cross-over reflects a more altruistic belief among faculty, in the intrinsic value of academic studies to engender critical thinking and broaden awareness and horizons of students, regardless of their vocational objectives. Students in many career areas have little room for optional courses in their programs, and well-designed academic modules, courses, short courses, and interdisciplinary courses worked out between the academic areas and the career programs involved have proven highly successful (Brawer, 1978; Cohen, 1980; Brawley, 1980; Edwards, 1980). The National Endowment for the Humanities has generously funded several such projects in the United States, including workshops which bring together instructors from the humanities and career areas to plan together the best ways of integrating divergent studies.

University transfer departments are suffering for their past mistakes of lack of innovation. When approached by career and vocational areas in the past, they tended not to respond enthusiastically; now they are forced to approach these areas which

they have already slighted. Beckwith writes that it has been very difficult for academic faculty to shift their thinking from the university parallel course to alternative curriculum and instruction channels (p. 3). Both she and Cohen recommend that academic faculty implement courses with vocational and career areas, design interdisciplinary courses (the only humanities courses which have not decreased in enrollments), and that they become more involved in the community (Beckwith, p. 10; Cohen, pp. 67-8). With a bit of luck, some imagination, and some support from administrators and government bodies in the form of funding and implementation, we in Canada, and specifically at Fraser Valley College, can learn from the mistakes of our academic counterparts in the United States without repeating those mistakes, and can take note of their successes as models for our own development.

III. SOURCES CONSULTED: SELECTED BIBLIOGRAPHY

Beckwith, Miriam M. "How Faculty View the Humanities," in The Humanities and Sciences in Two-Year Colleges. ERIC and the Center for the Study of Community Colleges: Summer, 1980, 1-10.

Blizek, W. "Flexibility and Freedom in the Short Course," Change, Vol. 9, no. 1 (1977), 52-3.

Brawer, Florence. The Humanities in Two-Year Colleges: Trends in Curriculum. ERIC, 1978.

_____. Personality Characteristics of College and University Faculty: Implications for the Community College. ERIC, 1968.

Brawley, Edward. "The Place of Liberal Education in the Community College Programs for the Human Services," Community College Review, Spring, 1980, 4-8.

Cohen, Arthur et. al. College Responses to Community Demands. San Francisco: ERIC, 1975.

_____. "What Next for the Humanities?" Community College Review, Spring, 1980, 66-71.

Davis, James R. Teaching Strategies for the College Classroom. Boulder, Colo., 1976.

Dennison, John D. A Study of Non-Transfer Students from Academic Programs in the Community Colleges of British Columbia. Prepared for the Academic Council of British Columbia, August, 1980.

Department of Education, Province of British Columbia. Towards the Learning Community: Report of the Task Force on the Community College in British Columbia. (Chairman: Hazel l'Estrange) August, 1974.

Edwards, Sandra J. "Preparing Humanities Modules for Occupational Programs," Junior College Resource Review. ERIC, 1980.

Evaluation Team Report on Fraser Valley College. November 4-7, 1980.

Fast, R.G. Continuing Education in North American Society. Burnaby, B.C.: Association for Continuing Education, 1973.

Friedlander, Jack. "An Eric Review: Why is Transfer Education Declining," Community College Review, Fall, 1980, 59-66.

Fraser Valley College Self Study 1979/80.

Geiger, R.L. "The College Curriculum and the Marketplace," Change, 1980, 17-23, 53-4.

Gilbert, G. Ronald, Barry Greenberg & Ralph Lewis, "Academic Planning in Response to Community Needs," Planning for Higher Education, December, 1978, 24-8.

Hellweg, S.A. "Requisites for an Effective College Grants Development Operation," Community College Review, Vol. 8, no. 2 (1980), 5-12.

Howard, J., Director of program "Strengthening the Humanities in Occupational Education", National Association for Community and Junior Colleges, Washington, D.C. Interview, March, 1981.

Hunter, John D. Values and the Future: Models of Community College Development. Sherman Oaks, Cal., 1977.

Klevins, Chester, ed. Materials and Methods in Continuing Education. New York, 1978.

Lane, Terence J. Overview of Faculty Activity Analysis. Vancouver: Office of Academic Planning, University of British Columbia, 1972.

Lombardi, John. The Decline of Transfer Education. Topic Paper no. 70. ERIC, 1979.

Marks, Joseph L. "The Peril and Potential of the 1980's," The Humanities and Sciences in Two-Year Colleges. ERIC, Summer, 1980, 11-24.

Marty, M.A., ed. "Responding to New Missions," New Directions for Community Colleges, Vol. 24 (1978).

A Policy Primer for Community-Based Community Colleges: Report of the 1974 Assembly of the American Association of Community and Junior Colleges. Washington, D.C., 1975.

Scally, John. "Transvaluing: The Humanities in a Technical/ Vocational Curriculum," Journal of Higher Education, March/April, 1976, 211-222.

Schlegel, J.L. "Role for Humanities in Occupational Education," in New Directions for Community Colleges, 1978.

Schonleber, John. "Community Colleges and Community Development," Community and Junior College Journal, March, 1980, 4-8.

Slutsky, Bette, "What is a College For?" in Marty, ed., 9-13.

Stevens, Mary A. "The Community College Grows Up and Out," in Marty, ed., 33-39.

Walsh, Patricia Ann, "Directions for the Future," in New Directions for Community Colleges, ed. Patricia Walsh. San Francisco, ERIC, no. 27, 1979, 87-9.

Whisnant, Robert A. "Getting Ready for New Missions," in Marty, ed., pp.

IV. Academic Faculty Roles: Present and Potential

The primary role of the university transfer faculty within Fraser Valley College, both now and for the forseeable future, is that of offering a full two-year program of university transfer studies. Despite growing pressures to reduce costs by eliminating some second-year offerings, and despite the short-sighted 'marketplace' models for education as mere skills training, both the president and College Board have consistently upheld the notion of a comprehensive community college which includes solid academic studies.

From its inception in 1975 Fraser Valley College has held the provision of a full two-year university transfer program to be a first priority. This sets Fraser Valley College apart from two-year colleges in Ontario, where such institutions are seen as primarily vocational in nature, and where courses are not transferable to universities. Despite the recent and continuing growth of the career, vocational, developmental and continuing education divisions of the college, the university transfer area is still viewed as essential. The "Mission and Goals" section of the Self-Study revealed that all reporting groups still listed the provision of full two-year academic programs of courses transferable to university as a first priority in the college goals. In the survey conducted by this Task Force, the academic faculty also listed the maintenance and improvement of high-quality university transfer courses as their first priority in assessing their roles within the college (see individual department reports as appended). The commitment of academic faculty to the offering of complete

university transfer programs is exemplified by the Natural Science lab instructors and their voluntary increase in workload in the face of severe budget restrictions. The 35 full-time faculty offer a wide range of first-and second-year courses in the sciences, social sciences and humanities, and pride themselves on high teaching standards which are designed to prepare their students well for subsequent university courses. At present the academic offerings cover the standard first-and-second year courses in the major program areas. In some cases most of the first year of specialized programs such as Engineering is also available. Academic faculty also teach academic courses in some of the career areas (eg. mathematics, computing and economics in the business administration program). It is hoped that academic faculty will be allowed to continue their offerings in these areas and to expand them even further (eg. first year commerce and first year engineering).

The normal teaching load of a full-time faculty member is sixteen instructional hours per week (the average load at a university is nine hours, but it is usually argued that university faculty are expected to engage in more research and graduate teaching than are their counterparts in the two-year colleges), which, with the exception of the lab sciences, amounts to four separate classes per semester or eight in an academic year. In addition to classroom teaching, faculty are expected to revise and prepare courses, consult with students, requisition supplies and equipment, participate on college committees, meet with and/or supervise college employees, participate in professional development,

and perform "other related duties." (Collective Agreement, 20.2.6). Faculty are allotted one month professional development time and one month unassigned duty time in May and June. These months are usually filled with course revisions, evaluating new texts and teaching aids, articulation of ongoing and new courses, redesigning lectures and teaching activities, ordering supplies and equipment, ordering library materials, attending conferences and workshops, performing college business such as hiring and budget reports, reading, and trying desperately to keep up with new developments in the academic disciplines. During the teaching term, most instructors feel pressed simply to meet the daily demands of teaching, marking, meeting with students and engaging in immediate college business. The current workload makes it very difficult for faculty to extend their efforts beyond teaching and committee activities on a regular basis. This is not to suggest that faculty from other areas of the college may not feel equally pressured for time and undervalued as professional resources. These problems of curriculum development may well be lurking, stated or unstated, in the minds of other instructors as well. Although this task force addresses only the needs and perceptions of university transfer faculty, there are very likely problems here which should be addressed college-wide.

If all faculty and members of the community were satisfied that the only professional obligation of Fraser Valley College faculty is teaching sixteen hours in university transfer courses, then this description of their roles is ideal. But many faculty see this role as too limited in a college where a growing

number of non-university transfer students might benefit from the expertise of academic faculty, and in a community where no comparable group of academics exists to provide a host of educational services to the community.

The questionnaires and interviews generated by this task force addressed the academic faculty's perceptions of their roles at Fraser Valley College, and solicited their views on how those roles might be altered or extended, especially in relation to other areas in the college and to the community. The three department reports appended to this report outline the faculty's responses and provide information unique to each area. Despite the differences between departments, these reports, arrived at and written separately, demonstrate a startling degree of unanimity. All department faculty expressed as their first priority the maintenance and improvement of the university transfer program. They see high standards of teaching and solid professional development in the academic disciplines as essential, not simply to their jobs, but to the image of the college as a whole. This commitment seems particularly important in view of the current financial threat not only to growth, but to adequate maintenance of the second-year academic offerings. There is a strong sense among university transfer instructors that the community responds well and with pride to high academic standards, and a consistent feeling that no change in faculty roles should jeopardize the credibility of the program which faculty have worked hard to achieve.

Along with this commitment to academic teaching, there

emerged from faculty responses a desire among many faculty to extend their roles as professional academics beyond the confines of the university transfer classroom. The very nature of academic training prepares the faculty for a more encompassing professional role, and faculty expressed varying degrees of frustration that the relatively inflexible structure of the U.T. program leaves little room for offering services which could be of great benefit to the larger college and community. The three department reports contain suggestions for non-transfer courses, both for specific career and vocational programs and for the general community, for short-courses, workshops, program consultation - many involving working actively with other divisions of the college. Whatever problems with funding and organization might be encountered, there is a strong desire to combine our teaching resources in order that the needs of the students best be served. In addition, academic faculty have suggested projects, some of these research projects, which bring academic faculty resources to the community of the Fraser Valley. The results of activities already undertaken (such as the Yarrow Project and the prison study in Agassiz) indicate a market within the community for well-designed studies relevant to our college regions.

None of these activities is in any way inimical to the teaching of university courses; in fact, extended faculty roles are likely to enrich the instructor's knowledge of his discipline, enhance his knowledge of his students, and offer him professional challenges which are a corrective to the possible stagnation of teaching the same courses repeatedly. The real beneficiaries,

however, would be the students and community, provided that the activities were carefully chosen - not merely self-serving, not experimental merely for experiment's sake, and of a high academic standard. At the present time, however, given constraints of time and resources, there is little encouragement for faculty to identify and pursue the needs of college and community or to initiate projects which might meet those needs. It would seem to be in the interests of the college to provide a more flexible definition of the role of the academic instructor.

The degree of commitment by university transfer faculty both to college and community is evinced in the surprising number of professional activities engaged in - both teaching and non-teaching - on top of heavy teaching loads. Academic faculty are heavily represented on college committees (some faculty from other areas suggested that they are over-represented). Without remuneration or formal recognition from the college, academic faculty devote time to such activities as overseeing college publications, supervising writing workshops, offering public lectures such as the science series, taking students on exchange trips, visiting and lecturing in local high schools, translating, consulting with organizations such as Public Health, historical societies or theatre groups, appearing on radio or television programs, lecturing to community groups, performing editing work, publishing scholarly articles, and serving in local organizations. These activities are all time-consuming and relate to one's professional qualifications. Whether they should be treated as normal activities of citizens of the community serving in a volunteer capacity

or part of ones "workload" needs discussion, especially since some of these functions relate directly to employment at the college. What is clear is that many academic faculty strive to be professionally active, but that they cannot assume any more activities without the support of released time; otherwise, their teaching (not to mention their sanity) will suffer.

Although active within the college in non-teaching capacities, there has been relatively little teaching which crosses over into other areas by academic faculty - much less than in some of the other B.C. colleges. As the college grows, there is an increasing tendency to compartmentalize instruction rather than to encourage faculty to use each other as professional resources. In their responses to the Task Force, academic faculty felt strongly that students from other programs could benefit greatly from a broadening exposure to academic studies, but it should be emphasized that these benefits go in both directions. University transfer students and instructors can gain from the expertise of faculty in other areas, as academic faculty had discovered from inviting guest lectures from careers faculty. One way to initiate such interaction is a series of 'traded' lectures among faculty from various divisions of the college (a practice fairly common now among humanities instructors).

Such informal exchanges, however, do not address the larger issue of best serving students' needs with the teaching resources available. Some courses for career and vocational students are already offered by academic faculty, especially in the area of applied sciences. The questionnaire circulated to

non-academic faculty indicated requests for a number of specific courses (History of the Family, for example), short courses and workshops, as well as program consultation in Career and Developmental studies. Funding may present the major obstacle to meeting such requests, since these other areas are suffering financial cut backs as severe as those in university transfer programs. Still, every effort should be made to allow for the design of such courses - and to date, there has been no provision for short courses or the development of modules of academic material within the workload of the academic instructor. Academic faculty were quick to sight obvious relationships between areas of study (theatre and early childhood education; biology and health care; ethics and business), and eager to design curriculua, but these offerings do not fit within the 'transferable' category, and consequently present some challenges to our current academic structure. Courses, workshops, or modules would need to offer college credit within the appropriate programs, and some kind of rationale of workload equivalencies would have to be established for the instructor involved.

Besides courses designed for specific programs, academic faculty proposed the development of one or more interdisciplinary courses for non-transfer students. Such a class would cut across the fields of humanities, social sciences and sciences, probably be thematically organized, and would be aimed at the student whose career or vocational program does not allow him the option of many U.T. courses. Such courses have proben hightly successful at other colleges (Douglas offers one called 'Frontiers of Thought' which

is reportedly well-received), but require considerable organization, and depend, or course, on the demand from students outside the academic program area.

Although the responses to this task force's questionnaires from non academic faculty and administrators varied, what did emerge was a sense of cooperation. No respondant perceived the questions as a threat or an attempt to compete for students. The directors, particularly of Career and Developmental areas, expressed interest and enthusiasm in an increased offerings by academic faculty; they were, however, understandably skeptical about what the funding would allow. Although the response from the vocational area was minimal, the value of some academic material to vocational students should not be ignored. Increasingly industries in the United States are requiring some relevant academic study for advancement in these professions, and finding that academic studies often lead to more personal and job satisfaction among workers.

Given adquate funding, courses or materials developed by academic faculty for other areas of the college should constitute a fairly simple internal arrangement. General courses and projects within the community, however, present more complex problems. The division of the college capable of immediate responses to community needs is Continuing Education. In the past, academic instructors have offered several general interest courses through Continuing Education (creative writing, maps and recreation, psychology workshops, and others), but these have been in addition to normal workloads and at non-professional Continuing Education rates of

pay. Several other B.C. colleges include such general interest courses within the regular faculty workload, though not always on a one-to-one course equivalency.

The individual department reports propose a number of non-transfer credit courses or workshops which are potentially exciting both to the general public and to the instructors themselves. Again, faculty cautioned that standards for such courses be kept high. Such courses, selectively chosen, could be defined within the normal duties of the instructor. The Dean of Continuing Education has offered his support for the use of academic faculty in his division, not only for courses, but for program consultation, and has even suggested to the College Board that they try to allot funds to free time for academic instructors for more community involvement. A C.A.C. subcommittee is currently studying the relationship between Continuing Education and other divisions of the college; their findings and the subsequent discussion may well result in a smoother working relationship between continuing education and the division of instruction.

Along with strictly 'teaching' activities such as general interest courses for the community, academic faculty expressed a desire for more freedom to engage in community and college projects such as the Yarrow Project, which involved the purchase of faculty time by an outside agency (see Social Sciences report) and the English 100 project, for which the college granted a course release for research and curriculum development (see Humanities report). How many such projects would be proposed

and carried through or could be funded either by the college or an outside body is undetermined, but many faculty would wish to see such undertakings recognized as a legitimate part of the instructor's role. Since this task force began, the Humanities department has elected to use the funds for two courses for 'alternate teaching activities': one for the development of an interdisciplinary course for non-university transfer students, and the second to support the Chilliwack Summer Theatre festival. The department felt compelled to demonstrate solid commitment to the principle of extending the faculty role by freeing the instructors' time for legitimate activities outside the University Transfer classroom.

Ideally, it would not be unreasonable to see as much as one quarter of the instructors' time devoted to courses, projects, research, or curriculum development outside university transfer teaching; realistically, with funding expected to diminish, some of the most valuable and pressing activities should still be accommodated.

With our limited financial resources, the challenge facing Fraser Valley College is to retrench or redesign. The hallmark of the community college is flexibility, and in the interests of students and faculty, we need to be capable of imaginatively designing our programs, curricula and employee roles to serve the needs of our community. Our new facilities should be only one focus of 'building' at the college; at least as much attention must be given to building our most precious resources, the teaching and intellectual resources.

V. FUNDING AND IMPLEMENTATION

If academic faculty are to become involved with community service activities, research, non-traditional and short-course teaching, and professional functions other than teaching university transfer courses, then new sources of funding will need to be arranged, and some imaginative and flexible forms of creating the faculty person's workload will need to be developed. Tradition would, in the narrow sense, insure that faculty continue to fill 90% of their time with university transfer teaching and related duties. More broadly, though, the community college is still an upstart institution, evolving in function and form, and it would be foolish to expect that it would freeze like a wooly mammoth caught by advancing icecaps. There are already significant differences among community colleges in city, suburb, and rural and semi-rural areas, as is obvious to the reader of any of the various pertinent journals. The hallmark of the community college - that which is most often the subject of recognition in the literature - has been the flexibility in recognizing and adapting to community needs and peculiarities, whether demographic, geographic, or economic. The community college ideal is to not stand still, but to evolve and change according to perceived needs. While the community college may be accustomed to receiving and redistributing funds from one source, it is perfectly capable of learning new feeding places. This observation is particularly true for implementing new programs, and even somewhat for continuing educational services at previously established levels. Though the British Columbia

Task Force on the Community college (L'Estrange, 1974) recommended adding "growth" funding for new programs and courses to "maintenance" funds for ongoing programs, the trend in recent years has been to cut real dollars such that some ongoing programs or courses and services are eliminated or reduced. This fact makes the search for new sources even more critical and perhaps more difficult. Yet the budgetary adversity may also, if things go well, be credited with stimulating the next stage of development of the community college.

This next stage of development was clearly identified and recommended in both the college Self Study (1979/80) and the Evaluation Team Report (1980), as described in an earlier section of this report. The evolving faculty role had been anticipated in an earlier report by Fast (1973), who was addressing an audience of continuing education specialists and government officials. While there seems to be general agreement on the desired definition of faculty roles in the colleges, there is a lack of recommendation or even suggestion as to how activities other than university transfer teaching might be funded and implemented. The Evaluation Team Report actually states that "there is nothing preventing this (i.e., the incorporation of community service into the faculty role) from happening now..." (p. 23), completely ignoring the financial aspects of the shift in faculty activities. The problem is instead seen as a political one, requiring agreement among the Faculty and Staff Association, College Board, and the administration. While the political situation would certainly require understanding and negotiation,

it is far more likely that the stumbling block will be one of funding. Though funding may also be considered in part a political situation, such as in the distribution of resources (dollars, course releases, etc.) among programs within the college, it is even more so a problem of identifying new sources of funding and perhaps new funds from the Ministry of Education.

One category of faculty work which must be considered is teaching. It is presumed that the maintenance of university transfer courses will continue to be funded by the Ministry in conjunction with Academic Council, but they are unlikely to provide funds specifically for other teaching or developmental activities (personal communication, May 1981). It is possible that some current funding may be diverted within the college toward college credit non-transfer courses, but this does not represent new funding, and conflicts with the goal of maintaining high quality and flexibility in timetabling for the transfer program.

One possibility is that courses taught by academic faculty at the request of, or for significant use by, other college program areas be funded through those programs rather than by academic department budgets. This just represents a juggling of internal funds, unless the non-academic programs are able to obtain new funds more easily than the academic program. It is only in such cases that this shifting of funding away from the academic area could free current resources for teaching new academic courses, or for other faculty activities. This clearly would require discussion within the college, and general

agreement as to who might be most successful in competing for new dollars.

When new teaching activities are arranged through Community Education, they may be undertaken as part of one's regular workload or as extra work. Faculty widely agree that such activity, when related to one's professional field of work, be paid at professional rates. This would be accomplished by a one-to-one trade-off of teaching hours in the regular load, or by paying the sessional rate for extra work. It is currently customary for faculty teaching continuing education courses to be paid at the non-professional rate, which is unacceptable and leads to low participation by faculty in a very important area of college instruction.

Solution to the funding of Community Education (CE) teaching by academic faculty will likely be multi-faceted. Some faculty teaching, such as workshops and programs of a brief nature delivered to a specific audience, may be funded by course registration fees ("cost recovery basis"). Participants needing a specialized course, particularly if it is career-related, may be willing to pay the cost of the program. Some programs have already been run successfully under such arrangements. Another possibility is that an agency or organization requesting a course may subsidize completely or partially the registration fees of employees or members. This currently occurs on a contract arrangement between CE and the outside group. The major problem with the cost recovery methods of funding is that many types of courses, such as general interest courses or any courses intended

for the general public, are virtually excluded by high course fees, when compared to other CE courses. Some faculty would like to offer courses to people who could not or would not afford them. In such cases new sources of funds must be identified and applied for. The intended audience will probably be a critical consideration; monies may more readily be available if the audience can be identified as handicapped, women, Native groups, or some other highly identifiable group for whom special funds may already be set aside. Significant energy will be required in researching the possibilities, and matching sources to proposed activities.

Another problem exists when the audience is general, or has not officially or tacitly been recognized as a group in need of special consideration. Such would be the case, for example, with working men, who currently are a vast minority at Fraser Valley College, which offers virtually no programs specifically suited to their personal or intellectual development. Also, courses may be offered with no specified audience, or one without useful marker variables. Perhaps the solution to funding in such cases involves the normal inclusion of CE activity in the workload of some faculty members. This would require additional college funding of the academic program, either with additional funds from the Ministry or by altering the relative balance of funding between the academic and other programs at the college. Since the College Board, as reported in the Self Study, perceived the academic transfer program as "needing the most improvement" of any of the college goals (by virtue of the difference between ratings of importance and achievement sources), it is reasonable

to expect that the Board make the academic area a priority in receiving funds allocated to the college. Yet under current funding restraints, this might not indicate any real growth, even with high priority recognition.

One other problem which would need to be solved before faculty could become extensively involved in activities of non-traditional format is the assigning of workload credits. When a course lasts a full semester, the credits may be justified on a one-to-one basis, since instructional duties are already defined in the contract. Other courses and activities would require judgment in order to decide how much of a course equivalent they constitute; this would be the task of the Workload Justification Committee, in consultation with the faculty member and program area involved. This would apply not only to CE teaching, but also to short courses, workshops, and program or curriculum consulting offered on arrangement with other program areas at the college. This function would be useful even when services offered were not part of one's regular load, but were offered on an extra work basis, as there would be standard funding and expectations for faculty offering services and program areas interested in using them. The committee's function is even more important, though, in light of the strong desire to have such services built into the regular workload of some faculty.

The options for funding community service and research activities seem greater and can be viewed more optimistically. Several types of community service activities were mentioned in an earlier section of the report. They can be divided most

generally into three categories: (1) those initiated by an external organization and utilizing the faculty member as a consultant or in a similar capacity, (2) those initiated by the faculty member and under no external control except for the possibility of an advisory committee, and (3) those initiated by the faculty member or a distant third party, such as a government ministry, and administered by a society or institute set up mainly for the purpose of managing this (and possibly other) grant. The reason for a guarded optimism in considering funding of grant proposals is that potential funding sources are not restricted to the Ministry of Education, as they are for expansion and innovation in curriculum and campus activities. Also, some of the proposed research and service activities will undoubtedly be regional in scope, thereby minimizing the competition for funds from more distant universities and research institutes. Some of the local groups seeking consulting expertise may already have established relations with faculty sharing common interests and issues. Thus, with variety in both the possible projects and the potential funding sources and mechanisms, the outlook is positive.

The first type of faculty activity is exemplified by the involvement with Coqualeetza. One issue in this otherwise straightforward type of arrangement is the cost to the group purchasing services. Thus far the "replacement cost", the amount needed to hire a sessional instructor, has been the amount charged. It may be worthwhile to consider a variable scale, with a minimum of replacement cost and a maximum of "market value"

of services. The latter is the amount that a private consultant in the discipline (considering experience and nature of work) would receive for similar services. This figure might be applied to agencies able to afford such payment. Also, it should be noted that replacement costs can vary, such as when the best available replacement person would be shifted to a "Type C" contract from a straight sessional rate, requiring higher costs. This is in keeping with the agreed-upon principle that the teaching program not suffer due to other faculty involvement.

The faculty-initiated project will present similar problems, but instead of an external organization purchasing time, the faculty member will in effect be negotiating for his/her own time with the college. Most grant applicants will include a purchase of time released from other duties, mainly teaching, and the college will have to play some role in formulating what this figure should be at the time of preparation of the grant application. Both the Yarrow Project and the Prison Impact study fall into this category, though the latter is on a tendered contract basis (the proposal was still prepared by college faculty). The additional problem encountered in this category is that faculty must spend time in locating sources of funds, prpearing and documenting grant proposals, hiring staff, and making other arrangements all before any purchased time release begins.

College faculty are not all well-versed in grantmanship, and the easy-to-tap sources of funds may not be available to all disciplines. Currently the Ministry of Education makes available, through the Special Projects Department, about $30,000 per annum

to the college for various projects. This has not generally been announced; some faculty do not know of this funding source. Funds have been available for community service/research projects, but would not likely be available for basic research or research not tied to the community or to community colleges. These limitations necessitate the exploration of additional funding sources appropriate for the diverse areas of interest of the academic faculty. This will be discussed soon in the description of the role of a grants officer for the college.

The third type of research or service activity resembles the second, except for the creation of a society or institute through which funds can be channeled and project management can be organized. This would create a "buffer" organization, and could be arranged so as to provide administrative function relatively independent from the college. If the society were to remain in existence for more than the administration of a single grant, it could provide useful continuity from one project to the next. It might develop a "specialty" in methodology or philosophy, and can use the successful history of some projects as a background of support for new ones.

Whether such a society would be transient or enduring, it could be organized in such manner as to allow it to compete for sources of funds not open to government-supported institutions or individuals. This is likely the prime advantage of this approach. One problem with this is the possible conflict of interest a faculty member might experience between work responsibilities at the college and the projects of the society. This

would be enhanced by the reduction of administrative control of the grant by the College. This might be minimized by establishing clear communication channels between the two bodies and by articulating their mutual distinctness. Issues such as whether replacement cost or market value rates would be paid for time release would have to be examined. Another question concerns the possible competition between a society and the college, both for funds and credit for accomplishment. Whether competition would be helpful or damaging (or possibly neither) should be considered along with the other issues in deciding how to bring additional sources of funding to faculty research and community service activities.

The fact that funding is the major (but certainly not the only) problem in expanding the faculty role beyond the classroom should receive special attention. While funding is a general problem in this and other colleges, there is not much that can be done when instructional budgets are approved and shaped mainly by government agencies and committees. With grant funds, however, there are many potential sources, and there is the important job of matching proposals to appropriate sources. Personal contact between someone at an institution and the granting agency, particularly if it is a private foundation, is generally acknowledged as very helpful. The problem is that many faculty do not have the experience helpful in working out these details, and no faculty member has the time. This is why almost all institutions seriously interested in competing for grants employ someone whose job it is to connect the potential

grantor with the grantee. Matchmaking is an art in itself, requiring personal and organizational skills, library research, an ability to understand the needs of both faculty and granting bodies, and public relations skills. In her review of the role of the grants officer in the community college, Hellweg (1980) describes the value to colleges in obtaining grants, and offers a general job description for the grants officer. Grants can bring in travel funds, fund equipment purchases, computer time, enhance community visibility and image of the college, create academic excellence through professional development, and provide a basis for co-operative professional efforts with other colleges. Her observation concerning large sums of institutional support money is based upon the American practice whereby the institute charges the granting agency for overhead and other institutional support; this does not occur in Canada, except in the case of contract research. It is common practice (e.g., Simon Fraser University) to add 30% to the cost of contract research for the institute's support. It is expected that the college could also gain by this method. Hellweg points out that such monies should flow back to the department to support teaching and purchases, as this will increase the motivation for seeking grant funds. Whether this would be beneficial should be examined separately by each college, since it may alter the nature of the academic environment.

Besides the matchmaking function, a grants officer would be a gatherer of information from funding bodies and other projects being funded elsewhere that might be done here. The

officer could also chair a campus internal review committee to verify ethical considerations, check on research methodologies, arrange institutional support of space, release time, etc., and insuring that applications specified appropriate amounts for staff salaries, fringe benefits, etc. At Fraser Valley College, it is possible that this function might be combined with an office of institutional research or a learning resources center position. The grants officer might be one-third to one-half time, with the other function filling the remainder of a full position. The appointment should probably be on the faculty salary scale, to allow for a level of independent functioning expected of a person with an advanced degree and/or significant related experience.

While funding is a central issue, and a grants officer would help, the academic faculty at Fraser Valley College would like more time release from teaching, provided by the college rather than purchased from outside funds, in order to initiate more non-U.T. teaching activities, and to do the groundwork for community/research projects. Academic faculty perceive that the release time per faculty, per department, per student served, and per instructional hour are all greater in career and vocational programs than in the academic program. This issue should be addressed by the coordinators' council or by the Dean of Instruction, who should provide data which summarize the release time by each of these four measures, plus any other relevant data which would answer the poorly-articulated suspicions of academic faculty. The perception is that other areas already have time for program development and special projects, and that

the academic departments should share equally in this. The time releases in theatre and in computing science are moves in this direction, but some of the disciplines which have been serving the college since its inception have expressed a desire to utilize release time. It may be that different disciplines and program areas have different needs, but faculty would find it helpful if this were expressed and discussed openly.

Some colleges in British Columbia provide a greater range of instructional experiences for academic faculty by virtue of their organization. At the College of New Caledonia, for example, academic faculty often teach pre-university courses in their disciplines, sometimes by necessity in completing a full course load. At Capilano College, there is no separate division of continuing education; academic, vocational, and career program deans assume responsibility for all credit and non-credit instruction in their areas. Academic and other faculty routinely teach in both credit and non-credit programs. There is an internal workload justification arrangement which values different types of teaching differently. Community education (non-credit) courses earn less credit per hour than credit courses. Faculty simply make up a full load from the variety of options, and can "bank" leftover fractions of a course.

While the Capilano system may have certain advantages and disadvantages when compared with the separation of credit and non-credit (basically) functions administratively, it probably does not bring in extra funds. It may allow for easier transition among areas by faculty, but it may also lead to a subtle erosion

of the transfer program, since it is very easy to replace such courses with other teaching activities. The FVC current system would squeak and groan more under the administrative difficulties in carrying out this transformation, possibly giving faculty more opportunity for input in the early stages. Even so, the advantages should be examined, for such items as workload justification would need to occur here as well, and we may learn from their experience.

In summary, it seems that there are voices emerging from all corners of the college, as evidenced in the Self Study the External Evaluation, calling for more faculty involvement in other areas of the college and the community. Academic faculty have expressed their own needs to become more involved with a variety of professional activities, leading to this task force. This section of the report has reviewed the types of developmental activities, pointing out common and separate issues that need to be dealt with. Teaching and service within the college, consulting for an outside organization, obtaining a grant for a project, and receiving a grant through an outside society were all examined for their possibilities. The importance of a grants officer to assist faculty in obtaining funds was emphasized. The section concluded with some observations of mechanisms at other colleges.

VI. RECOMMENDATIONS

1. The College should recognize that the academic faculty role, while centered around teaching, may normally include other professional activities in the college and its communities.

2. University transfer courses form the majority of academic teaching responsibilities, but other academic or community education courses, short courses, workshops, and activities may form a portion of the faculty member's load.

3. The College should look for ways to increase for the academic area the level of funding which is committed to activities such as those referred to in 1 and 2 above. The College should also work toward an increase in provincial funding for these activities.

4. A workload justification or rationalization committee of three or more academic instructional faculty (perhaps the academic co-ordinators or assistant co-ordinators) should be struck immediately to develop guidelines and assign workload credits for various professional activities as mentioned in 1 and 2 above. The committee shall decide only on the appropriate workload credits and not on the legitimacy of such activity.

5. Directors should facilitate the internal articulation of academic faculty activities in non-transferable program areas. If agreement is reached between the appropriate faculty and program administrator, then the proposed activities are assumed to be both legitimate and desirable. Faculty involved in these activities shall consult with their area colleagues during the development of such proposals.

6. The academic area should seek out in an organized manner and use funds from the Secretary of State, foundations, and provincial, commercial and other sources. A designated employee of the College should have part of his job directed to these tasks.

7. The academic area should develop and use effective needs analysis and institutional research capability on an ongoing basis. This might be particularly advisable before launching new courses or programs. Again, a designated employee should have part of his job directed to some of these tasks.

8. The academic program should receive more effective publicity. This must be a cooperative effort of the faculty, the information officer, and the administration. Faculty should become more involved in local media: radio, television, and newspapers. Publicity should emphasize skills,

experiences, and qualifications of the faculty, and not only courses taught. The present use of academic area publicity funds should be reviewed.

9. The Academic Diploma Program, which apparently was suspended with the demise of the Curriculum Committee, should be retrieved and re-worked to serve the additional function of being a vehicle for justifying the existence of non-university transfer academic courses (for college diploma credit).

10. A concerted effort should be made to establish academic offerings for non-academic students.

11. The College should recognize the academic faculty as professionals in their fields, and pay the professional rates (e.g. sessional) for community education and other activities, when the faculty is operating in his/her field of expertise, and when such activities are not part of his/her regular teaching load.

12. The College should not normally expect the faculty to work on an "overload" basis, but faculty should realize that for short courses, workshops, or activities planned on a pilot or short-notice basis, this may be the best solution. (Workload credit should still be assigned as in 4 above.)

13. The academic area should, where appropriate, establish advisory committees consisting of members selected from the college community. The role of such committees would be to advise regarding non-transferable academic activities. (Committees of this type would not advise on the content of university transfer courses, since the university articulation committees serve that role.)

14. The academic faculty workload should be held constant, but should be modified to allow up to twenty-five per cent per year to be replaced by developmental activities, alternate-format teaching, program development, or other professional activity (the workload credits established as in 4 above). Faculty may continue to teach the regular number of sections per year, as currently specified, or may elect to have other activities equated with up to one quarter of these courses.

15. The university transfer program should not be decreased or in any other way be affected negatively by the inclusion of additional activities in the workloads of some facutly. Also, an attempt should be made to document the effects of developmental activities on students, the College, and the communities.

16. Each instructional area should become familiar with the activities of other educational institutions or groups which

offer services in our geographical area, along with any implications of such services for future College offerings.

(There are background notes for each numbered recommendation appended to this report.)

IMMEDIATE RECOMMENDATION FOR THIS BUDGET YEAR:

The College should allocate twenty-five per cent of a workload credit to each department for the coming budget year, so that departments may decide this spring what programs or activities might begin in September, 1981. This is only a small increase over what was given to establish the Task Force, and it is important to continue with some genuine activities during the next two semesters, while the remainder of the recommendations are considered.

Appendices

A. TASK FORCE ON THE ACADEMIC PROGRAM: HUMANITIES REPORT

The twelve full-time humanities faculty at Fraser Valley College teach in the following subject areas: English (5 instructors), history (2 instructors), languages (2 instructors), philosophy, art history, and theatre (1 instructor each) and film (1/4 instructor). In addition, the department employs up to five sessional instructors to teach additional sections of courses. Normally the full-time instructor teaches four four-hour courses per semester, preparing and instructing on an average of five different courses each year. Nearly every instructor has developed and articulated new courses since his appointment at the college, and has done so as part of his regular instructional duties.

In the humanities, as in all academic areas, course development is an ongoing rather than a one-time activity, even after the course is articulated with the universities. Courses must be improved and modified over several years, incorporating new information and texts and possibly changes in transferability requirements from the universities. The work responsibilities of faculty employed on a full-time basis include teaching, professional development, student consultation, requisitioning of supplies and equipment, participation on college committees, liaison with and supervision of college employees, and other related duties. Faculty are allotted one month professional development time and one month unassigned duty time in May and

June. Since these months are usually filled with department and college business (budget, hiring, etc.), as well as revising courses, evaluating texts, attending conferences, reading and other professional development activities, little time is left for considering or building further educational activities outside the university transfer courses already in existence. Further, since faculty report that they spend on an average four and ten hours a week on non-instructional duties at the college (committees, paper work, etc.) during the teaching term, most instructors feel pressed for time simply to meet the daily demands of teaching, marking, and meeting with students.

Over the past three years, academic faculty have become acutely aware that constant and heavy demands on their time make it possible only to "tread water": insufficient program review and no significant or thoughtful program development can take place. Yet concurrently, faculty noted that other areas of the college - particularly career, vocational and developmental divisions - were being allocated substantial release time for assessment and development of programs. The time pressures and this perceived imbalance encouraged the humanities department, along with the other academic departments, to press for time to consider how the academic faculty could better meet the needs of their own students, the college, and the Fraser Valley community.

Humanities department meetings included numerous discussions of courses and projects which might assist other areas of the college, some of which were non-transferable in the university transfer structure. There was, however, no established

method of planning or offering such services which fit into the regular duties of the academic instructor. In January, 1981, with the support of the Dean of Instruction, this task force on the academic program was formulated, including one person from each of the three academic departments. The task force was charged to consider ways in which a faculty member's duties might be more varied than at present, and ways of broadening the creative possibilities both for the faculty and the college. It was understood that time was the key issue. If faculty are to improve or expand their roles as resource people within the college and the community, they must have time freed from their heavy instructional demands. Otherwise, their primary business of teaching high quality academic programs will undoubtedly suffer. No humanities instructor has expressed an interest in "overload" except as a last resort in initiating a course or program vital to the college or community, and in fact, the collective agreement expressly advises against encouraging faculty overloads.

The questionnaire which this task force circulated to the humanities faculty addressed their perceptions of their current academic roles at the college and their views on how those roles might be altered or extended, especially in relation to other areas in the college and to the community. All questionnaires were returned, only one incomplete, and four were followed up with extensive interviews.

From faculty responses to these questionnaires, there emerged several major areas of concern. First, the humanities

faculty agree that the academic university transfer program is their first priority, and that high standards of teaching and professional development in the academic disciplines must be maintained and improved; that any extension in faculty roles neither disperse nor "water down" the university transfer program. There is a strong sense among the faculty that the local community responds well and with pride to high academic standards, and that even if non-transfer courses (such as college credit or continuing education) were offered by academic faculty, solid content and high standards of teaching and high expectations from the students should be maintained. Otherwise, the credibility of the academic program, which faculty have worked hard to achieve, could be jeopardized.

Although the commitment to the university transfer program is unswerving, humanities faculty are nonetheless highly committed to the concept of community service beyond the strict limits of academic courses. This broader view of faculty roles is reflected in two ways: the community and college activities already performed by the faculty and the numerous suggestions about how those activities could be increased and organized in the future.

A surprisingly large number of humanities faculty have been or are currently engaged in community activities within the Fraser Valley which in some way use their professional expertise. These activities include: public lectures, editing work, work with the Chilliwack Valley Historical Society, consultation with local high school personnel, membership in the Chilliwack Arts Council, membership on the French Advisory Committee in the

Abbotsford School Board, translation, and lectures to local high school students. The list is extensive and, with the exception of appearances at the local high schools, informally and individually organized. Such activities might be expected of any person by his local community, and it is debatable whether the college should oversee or recompense such involvements. Still, every respondant to the questionnaire but one stated that he would be more involved as a professional within the local community if he had more time. Only one instructor, the recent theatre appointment, has such community work included in his job description, and his actual classroom load is less than the standard teaching load.

Besides individual involvement with community groups, several of the humanities faculty have participated in programs or courses within the college which fall outside the traditional academic course boundaries. Some of these fall into an "extra-curricular" category involving time donated by faculty to students with special interests: workshops in creative and poetry writing (English faculty) and a bi-weekly summer reading and discussion group (philosophy faculty). There have also been lecture series in both Mission and Abbotsford organized and staffed by humanities faculty. The two college publications, The Organ and Anthology are also edited by English intructors as services donated to the college. Until the recent theatre appointment, English faculty also volunteered time to supervise student play readings and dramatic performances.

Another category into which one might slot faculty

activities is that of instructional service to students supported by "release time." During the four years of its operation, the LAP (Learning Assistance Program) was manned by English and mathematics faculty who received release time for tutoring students on an informal drop-in basis. With the advent of the college preparatory courses (094, 095, etc.), this service to the students was terminated. Directing students in plays might also fall into this category, but the nature of the theatre appointment deserves special consideration.

Study tours, in which six of the humanities faculty have been involved, are also outside strict classroom boundaries, though they have offered university transfer credit. Although they have not received release time for development, they have, with two exceptions, been considered equal to one-eighth of the normal teaching duties of the instructor, with the additional incentive that the college has paid travel expenses for the instructor involved. In the case of the Ashland Shakespeare Tour, the instructor was paid to develop correspondence instructional materials. The upcoming British Heritage tour has been organized through Continuing education, and while one tour leader is an academic instructor, the tour does not constitute university transfer credit and involves no release time for the faculty.

The final category of faculty involvement outside university transfer courses is that of offerings through Continuing education. Both creative writing and workshops in theatre have gone through this division of the college, and have been

recompensed at Continuing education rates. One French instructor has also been engaged by Continuing education to serve as a "language program advisor" in order to better assure some relationship between the continuing education language courses and those of the instructional division (thus making the transition between informal non-credit French courses and academic French courses smoother for students who decide to carry on with language studies). Such a relationship between the two divisions of the college has been encouraged on both sides, though the amount of time involved and the exact nature of the advisory position have not been satisfactorily described.

This review of humanities faculty activities outside university transfer courses makes clear that the concept of a broad faculty role within the college is in no way startling. In fact, in the instances of study tours and the LAP, the view of the instructor as a resource person in a larger sense was incorporated into the regular duties of the faculty. But so far each of these instances has been treated as a special case, and no one has as yet considered how such activities might be seen as an ongoing part of the normal duties of instruction.

Community college studies in the United States have revealed that while humanities faculty agree that humane studies should play a greater role in both the local communities and the non-academic areas of the colleges, these same faculties are reluctant to extend themselves beyond their classrooms. This may be partly accounted for by the traditional nature of the humane studies themselves. Responses to the questionnaires from this

task force indicate that humanities instructors at Fraser Valley College do not show such reluctance; faculty indicated a high degree of interest and offered numerous suggestions of ways a broadening of their roles might enhance their service to students and community.

Respondants cautioned, however, that such activities should be carefully chosen keeping in mind that 1) "experimental" is not necessarily synonymous with "creative" or "valuable", 2) that no one be made to feel pressured to engage in activities outside university teaching, since many faculty quite validly feel that they offer their best service by educating students in transfer courses and 3) that activities chosen for support should not be self-serving, but directed to the welfare of students and the community.

Ideas about how humanities faculty might work together with instructors from other areas of the college varied. Many respondants saw potential combinations with the Career and Developmental areas of the college, stressing that the academic students might benefit from the expertise of non-academic faculty as much as their students might benefit from our own expertise. For example, both theatre and history instructors could see obvious relations between their areas and the Early Childhood education program; one proposed course which has received unanimous support from humanities and careers is "History of the Family." The philosophy instructor suggested, among other offerings, that a discussion of "biomedical ethics" would be appropriate for students in the Health Services program.

Several faculty qualified their suggestions with the statement that specific interest or demand from other areas in the college must be in evidence before academic faculty initiate offerings; the surveys from this task force show that this demand exists.

Considerable interest was expressed in preparing modules of material from humanities disciplines which might fit either into courses in other areas of the college or into interdisciplinary academic courses, "provided that we are not teaching simply more elementary skills." As one instructor noted, "such a series of Humanities-oriented modules could consist of introductions to several academic disciplines, the kinds of problems they address, and the relevance they have to non-university transfer students and programs. The series could broaden the outlook of these students, whose programs do not permit them to take many electives." Douglas College offers such a course called "Frontiers of Thought," which is reportedly very well received and has, as an unexpected bonus, received articulation at Simon Fraser. An interview with the Director of Careers has revealed an interest in such a course, especially for those students whose schedules allow very few academic electives.

Establishing working relationships with other program areas of the college should be relatively easy given funding; a more thorny problem exists with courses that might be offered through Continuing Education. Five instructors suggested possible offerings through Continuing Education. One such course, "History and Literature," has already been described in detail,

but the proposal was turned down because no policy of establishing equivalencies for the U.T. instructor's workload has been sanctioned. Of course, any instructor at the college is free to offer courses through the Continuing Education division, provided that enrolments are sufficient and that he is willing to accept the Continuing Education rates of pay. However, this method of serving the community does not solve the problem of the instructor's time, and the cost-recovery funding does not really recognize the professional expertise of the faculty. But time and pay scales are not the only hindrance; at least half of the academic faculty expressed a fear that high academic standards might be compromised if regular faculty offer non-credit Continuing Education courses. On the other hand, working through Continuing Education to offer workshops, lectures, or short courses was a high priority among humanities respondants, and workshops have been successful in other departments as well as in the area of theatre. All these potential workshops, courses and modules require time for preparation and co-ordination, and without that time, faculty motivation to launch such projects will be severely limited, especially since the humanities area is not facing the severe enrolment crisis encountered by the two-year colleges in the United States.

One instructor argued that we need not more courses, but more flexible methods of offering the academic courses we have; she suggested noon-hour and week-end timetables for members of the community who cannot meet traditional class schedules. Although this was not widely suggested, there is no inherent

resistance among humanities faculty to making adjustments, provided that a need can be shown in the community. It should be noted, however, that such courses require a different kind of preparation from the normally scheduled classes, and consequently cannot be added as "just another section" of a course already offered.

Ideas for courses which faculty might offer if they were not restricted to university transfer articulation were legion. The following list is divided according to humanities disciplines:

Languages: Language and methodology for French Teachers, Business French for Families, Immersion Week-Ends, Tolstoy & Dostoyevsky

English: Advanced Composition for English teachers, Literature of the English Bible, New Books in Canada, Canadian Landscape and Literature, Poetry/Drama Writing Groups, Shakespeare

History: History of the Family, History and Literature

Art History: Art Appreciation, Art Museum Tours

Theatre: Children's Theatre, Canadian Theatre, Playwright's Workshops, Directing Course

Philosophy: Philosophy and Contemporary Issues, Biomedical Ethics, Psychic Phenomena, and a number of suggestions for lectures or series of lectures integrated with other areas of the college (business ethics, etc.)

This list does not include projects which might be

of service to the general community or the college at large; yet some of these might be of greater value than set courses. Two examples can serve as illustrations.

In the spring of 1980, one English instructor was granted a course release to explore research in the field of composition. This instructor read books and articles, accumulating a file of resource materials for the English faculty; she surveyed other colleges in the province about their writing programs; she visited some west coast colleges to consult with their departments and to observe their writing laboratories. She reported her findings at some length to the English faculty during a three-day meeting which sparked intense discussion of the methods and objectives in teaching English 100 at Fraser Valley College. These discussions and reviews have since been an ongoing part of the agenda in subsequent English meetings. New texts have been considered and adopted; a common exam has resulted. The continual review of English 100 was already the established practice of the English faculty, but without the release time provided by the Dean of Instruction, this area of teaching could not have been as fully explored. The value of such projects both to individual disciplines and the college as a whole is immeasurable.

The 1980/1 theatre appointment in the humanities department involves the instructor half-time in teaching and half-time in "program development," a phrase which includes play production and community work as well as further course planning. The nature of this appointment has allowed impressive inroads into the community. The instructor is a member of the Chilliwack

Arts Council, an advisor to the local theatre guild, and a voice in the planning of a local theatre facility. He has arranged workshops in acting, movement and direction. He has guided students in their auditions for local productions and theatre schools. He has initiated discussion and planning of a future summer drama festival in the Valley and has encouraged local playwrighting. He can see ahead to work needed in native Indian theatre. This is all in addition to the service of teaching courses and providing serious theatre productions at the college. The community response to his services has been enthusiastic. Even given the energy and talent of a dedicated teacher, this diversity of service would be altogether impossible if the instructor were teaching eight university transfer courses a year. Obviously, a performing art such as theatre is not typical of the structure of other disciplines; but how much might another area - languages, for example - accomplish in the Fraser Valley community if such flexibility were allowed? And how much might be accomplished in the improvement and development of curricula if the occasional project such as the English 100 project were undertaken in other areas?

Obviously, not all suggested courses and proposals are of equal merit or urgency, nor is it financially feasible to run them all in the immediate future. It is even likely that, given the opportunity, faculty might not be eager to pursue all of these options. Yet it seems in the interests of the college to be flexible enough to consider these ideas and to answer questions about how educationally sound experiments might be undertaken

without financially threatening university transfer programs.

The significant amount of agreement among humanities faculty ought not to mask divergent opinions, and there are conflicting opinions, not so much on educational objectives and willingness to support new projects as on individual priorities. Clearly many faculty feel frustrated with their current roles, but the reasons for these frustrations differ markedly. Some feel plagued with demands on their time that prevent adequate professional development in their academic disciplines (possibly partially addressed when educational leaves become established?) and which hamper quality teaching. As one instructor commented, "I need more time for teaching and meeting with students and less time making this damn place run."

Some faculty would like to see growth and energies channeled into a fuller university transfer program. Others feel frustrated because they see the university transfer definition of the educator's role as too limiting, and they are eager to begin some non-traditional courses and programs. These conflicting priorities present obvious difficulties. If faculty are to serve as resource people in the college and the community, then they must maintain sufficient expertise in their academic fields to have some credible resources to offer. This suggests the need for more serious professional development time. On the other hand, the college is not a university, and faculty must be prepared to respond more flexibly to the immediate needs of the community it serves, a community much larger than the university transfer population. This suggests the need to

develop a variety of services which offer education to the community, an education which professional academics have the training to offer. The responses of humanities faculty reflect this apparently contradictory set of demands, but do not resolve them. There is nothing innately contradictory about academic excellence and community service; each informs the other. If funds were unlimited, then unlimited legitimate demands could be accommodated, undoubtedly with the result of greatly improved education. However, when demands compete for money, then inevitable struggles of priority emerge.

B. TASK FORCE ON THE ACADEMIC PROGRAM: NATURAL SCIENCES REPORT

The natural sciences department consists of sixteen full-time employees: Biology (3 instructors - 2 lab assistants), Chemistry (3 instructors - 1 lab assistant), Mathematics (4 instructors) and Physics (2 instructors - 1 lab assistant). The department also employs several instructors and a lab assistant on a part-time basis, some on a pro rata formula and others on a sessional rate. The normal workload varies from the mathematics to the lab sciences. The typical mathematics workload is four five-hour courses plus three four-hour courses for a total of seven sections and thirty-two contact hours with an average of five to six different preparations per academic year. The lab science load has a different structure. A typical workload is five seven-hour courses for a total of thirty-five contact hours with four to five different preparations over an academic year. The instructional load carried by the department is quite varied. It ranges from precalculus courses in mathematics and community-oriented topical courses in chemistry and biology through to second year university transfer courses. A significant amount of the mathematics load is in areas such as business administration, education, precommerce and computing. In theory the workload of an academic instructor is almost open-ended in nature. According to the contract an instructor is responsible for at least: instructional duties, approved professional development activities, course preparation and revision, student consultation and/or selection, requisitioning

supplies and equipment, participation on College committees, liaison with and supervision of College employees, and other related duties. In practice the workload is not appreciably narrower or lighter than this exhaustive list. A realistic ordering of what the typical instructor does would look like: instruction, course preparation, evaluation, student consultation, paper shuffling and committee participation, development and revision of university transfer courses and professional development. Of course the lab science instructors also spend a significant part of their time involved in employee liaison/ supervision and supply requisitions connected with the laboratories. In practice, the combination of workload and scheduling problems (many courses and labs run on two campuses with relatively few instructors) means that faculty seldom, if ever, have any scheduled time for discussion of course related matters or the development of non-traditional materials or courses. The department meetings have full agendas at present. There is no time for any orgaized collegial discussion of alternative courses and/or methods. To varying degrees all natural science faculty see the need for new courses, new programmes and new ways of presenting them. The frustration arising from this situation is a natural and expected result. This area, in conjunction with social sciences and humanities, asked for the establishment of a group (the current Academic Task Force) to analyze the situation and recommend some alternative. The Dean of Instruction established the Academic Task Force with a member from each academic area. The Dean also supplied the

original terms of reference and a course release for each area. The Task Force has attempted to survey both inside and outside of the academic area. Several forms of questionnaires were sent out to selected College employees out of the academic area and each Task Force member sent out a questionnaire to his own department members. There were ten replies out of fourteen in our area. The returns from the external questionnaires were quite sparse but the replies were encouraging (more on this later). Each Task Force member has done some reading in an attempt to survey any pertinent literature in the field. Particular attention was paid to searching for descriptions of other institutions answers to similar problems. For my own part I found the results to be very disappointing. I found practically nothing that seemed to be both relevant and specific. It appears that few, if any, institutions comparable to the College have looked at non-traditional roles for academic faculty in any organized fashion. The other two members do not completely share my view. They are perhaps less pessimistic. However, I must admit that there was time for only a partial and not very coherent search. Some very interesting sources, such as the Ontario colleges, failed to respond (at least to this date). We are unanimous in our opinion that a failure to find much appropriate literature is no cause for stopping the search. It is increasingly important that the College continue to collect and survey the literature in the areas of traditional or community oriented academic faculty roles, flexible faculty workloads, and faculty motivation. It is

interesting to notice that one very real and overwhelming issue has not been directly dealt with, although, in my opinion, it provides much of the impetus to faculty dissatisfaction with current workloads. The issue is one of lack of faculty mobility in times of economic restraint. We are staying longer in one location than ever before. We also have fewer alternatives to our present job than before. This is probably more true in our area than in any other (with the exception of the computer person). It suddenly becomes obvious that the College must find more avenues for faculty to find rewarding, challenging and productive activities as part of the regular workload. Obviously the College is aware of the problem. Just as obviously they want to find a solution. The hard part occurs when we look at funding since the College tends to do what the funding allows it to do. This provides some background for what follows.

The results of the questionnaires were interesting. They indicated a common perception of academic faculty as spending far too large a proportion of time on tasks such as paper work, committee work and general "keep the College going" work. And yet there was a consistent interest shown in non-transferable courses and community oriented activity, even though the College provides no incentive at present for such things. There is little or no remunerative reward (Continuing Education rates are very much below sessional rates), there is no release time given and finally, there is a negative factor used by the College labeit unintentionally (at present all academic faculty are evaluated on their calssroom performance only in U.T. courses;

this means that any significant increase in workload, such as outside activities could easily lead to less satisfactory evaluations). In spite of this, natural science instructors engage in a multitude of activities outside of the U.T. classroom. Many of us participated, at no cost to the College, in the Science Spectrum series of lectures run once a week in the evening this winter at the Abbotsford Campus. There was no release time given for participation nor for the co-ordination of the series. It was a public success and faculty are hoping to run something similar in Chilliwack during the next academic year. There are also plans to run a series where the topics are fewer in number, with more sessions per topic and perhaps more applications discussed. Natural science also ran a similar series during 1976/77. The format was lecture/discussions on topical issues in science. The lectures were held in the evening during the week: usually at one of the major campuses. Somethimes the evening was televised over the local channel 10. That series was also quite successful. Quite a few of the faculty have participated in the high school lecture visits at Abbotsford and Chilliwack Senior Secondary Schools. Faculty have been quite enthusiastic about these visits. The mathematics faculty were extensively involved in the Learning Assistance Programme (LAP). Here the faculty were engaged in handling problems ranging from remedial mathematics for vocational students to very specific questions from students in the U.T. natural science courses. Mathematics faculty have designed courses for

Continuing Education and the Adult Basic Education area; designed and taught courses for the business administration programme; designed and taught a course for elementary teachers; offered short courses in BASIC computing for College personnel. Lab instructors have done varied things such as participated in the Chilliwack Horticultural Society (in the annual show and in seminars); belly dancing for Continuing Education, guest lectures in other College courses; guest seminars and field courses for other colleges and UBC, as well as for the College; talks to teacher groups; genetic counseling at UBC; developed and taught topical interest courses, designed courses for Continuing Education, designed refresher courses in organic chemistry for medical lab technologists, designed courses for Adult Basic Education; participate in mutual visits with many schools (some schools even having done labs at the College). It becomes obvious that natural science instructors feel a real responsibility to the community outside of their U.T. duties. Most of this activity involved no remuneration or College recognition.

The questionnaires also revealed a number of interesting ideas for new non-transferable offerings. Some common themes occurred in the suggestions. One was the desire to be seen and used as a resource by the community. Responses stressed the fact that faculty formed a resource pool of many useful skills and backgrounds which is poorly used at present. In fact there was a general feeling that the academic area was consistently taken for granted and under represented in Colllege publicity. Another

trend was the desire to serve an active and useful role outside of the university transfer area (although all responses indicated that their first priority is the transfer programme. In fact, most responses clearly showed that the university transfer area should be made a first priority by the College). The last clear trend was a recognition of the fact that the opportunity to develop and offer such courses was another good way to stay enthusiastic and productive in our areas. The suggested new offerings tended to be vocationally or technically oriented. This is hardly surprising since the higher operating costs of lab oriented courses make College support hard to come by and the structured content means our students tend to be those who have fairly clear goals (such as the vocational and technical students). The suggestions included: modules and courses for vocational and technical programmes to develop and reinforce both basic concepts and specific skills (it's interesting to notice that a high proportion of the external questionnaires yield request for such materials from vocational and technical faculty); technology programmer in engineering, computing, biotechnology, foods, public administration (computing quantitative methods specialty); other programmes such as nursing, agriculture, CAI related courses for local teachers, etc., were also mentioned. The interest in non-transferable courses is evident. It should be repeated that there was consensus on the need to have a respectable and flourishing university transfer programme as a first priority for the College even though these other areas are seen to be

important. Another common perception was the necessity for letting each instructor participate in non-transferable activities on a level where he felt comfortable. Each should do as he sees fit as long as there are no ill effects to the transfer offerings. There was no perceived conflict in such a stance.

The difficult part came down to funding. No one had any comprehensive solutions to the problems of how to do more things, in more different ways under the existing levels of funding. This came as no surprise. There appears to be no single solution. What is likely needed is a variety of strategies and approaches. In part, the College needs to adopt a more aggressive stance in selling the academic area and faculty to both the government and the community. Only the College can hope to bring about increases in government recognition of an expanded academic role via more funding. The College also needs to help the academic area seek out alternative sources of funding from external agencies such as federal ministries, private foundations and other. Unfortunately, we are in the position of needing more service from the College in a time when funds are apparently less available. How do we deal with these problems? Probably by the external process of identifying priorities and living with compromises.

C. TASK FORCE ON THE ACADEMIC PROGRAM: SOCIAL SCIENCES REPORT

The Social Sciences Department at Fraser Valley College consists of eleven full-time instructors: four in sociology-anthropology; three in psychology, two in geography, and one each in economics and political science. The department also employs several social scientists to teach part-time, some on a pro-rata basis and others on a per-course basis. The work responsibilities of faculty employed on a regular or full-time basis include teaching, professional development, student consultation and/or selection, requisitioning of supplies and equipment, participation on college committees, liaison with and supervision of college employees, and "other related duties". In practice, the vast majority of time is allocated by most department members to teaching, course revision and preparation, student consultations, professional development, and committee work. Because there seemed to be little time available for faculty to pursue professional activities other than teaching and related duties, the Social Science department began, in the winter term of 1980, to allocate some department meeting time to discussion of "developmental activities". Several discussions were held, and department members generally agreed that there was little opportunity to develop activities and utilize expertise outside of the course-related duties. It was agreed that a more formalized opportunity structure, by virtue of which a faculty member's duties might be more varied than at present, would be the most effective way of broadening the creative possibilities both for faculty and the college. It is with this impetus, joined by similar discussions

held within the Humanities and Natural Sciences departments, that the current Academic Task Force was formed. Its formation was assisted by the Dean of Instruction, who allocated one course of release time to each academic department and provided the initial terms of reference.

The members of the Social Sciences Department generally agree that the current workload makes it very difficult for faculty to extend their efforts beyond teaching and committee activities on a regular basis during the teaching semesters. Most faculty teach eight courses rated at four hours each (per two semester period), and consisting of from four to six different preparations. The extensive involvement in committee work by some department members may consume any time left after the teaching commitment. The one-month professional development and one-month unassigned duty time are filled with course revisions, evaluating new texts and teaching aids, articulation of ongoing and new courses, development of courses, redesigning lectures and teaching activities, ordering supplies and equipment, ordering library materials, attending conferences and workshops, writing, meeting as a professional with community groups and individuals, maintaining contact with other faculty sharing common subject area interests, reading, and other professional development activities. Many faculty continue some form of professional deveopment during annual vacation periods as well.

While there is no particular extrinsic incentive and little available time for engaging in non-teaching activities,

academic college teachers generally have received training and have held expectations for operating in a more encompassing professional role. The fact that there is not other comparable group of social scientists or academics in the Fraser Valley communities also gives rise to a demand for services, which will only increase once it becomes more widely known that faculty may be available for community involvement. Faculty have thus far had to be quite sensitive to the potential for extra involvements to interfere with teaching activities. All department members believe that our current university transfer courses are of high quality, and that this quality must not decrease due to engagement in other activities.

Even with the stated difficulties in expanding beyond teaching roles and committee work, members of the Social Sciences Department have been active in many other professional activities, some formally recognized by the college through official arrangements with external agencies. The Yarrow Project, begun in 1980 by department sociologists, and assisted by other department and college workers, involves an arrangement of purchased time released from courses as well as administrative and ancillary support of the type usually associated with institutional management of grant funds. The Yarrow Project, which was initiated by department members as a response to their perceptions of planning needs for one of the college communities, has been well-received and recognized as a valuable source of information for community planning. The potential clearly exists to extend the methodologies to other college communities. This would

certainly involve additional grant monies and purchased time release. While the college has supported the Yarrow Project, there was no recognition until grant monies were sought; there was no support for the preparation of grant application or initial community contact work.

Other social scientists have been involved in developmental activities. A geographer has designed and taught a Maps and Recreation course through the community education division for Sardis Senior Secondary School. No special planning or design time was contracted for, and the course was taught for the inadequate non-professional rates paid by community education for general interest courses. A department psychologist has also taught for community education at the general interest course rate. There has been major involvement with Coqualeetza by a sociologist and an anthropologist. Some of this consulting has been paid for (on a replacement cost basis) by Coqualeetza, and some of it has been without compensation for the college or instructor. A psychologist has consulted with Public Health without formal arrangements or compensation. Social Science Department members who have been involved in community consulting feel that this valuable service could be extended significantly if it could be arranged as part of the normal workload, as a complement to teaching.

Some opportunity for involvement in special projects has arisen within the college itself. The department economist has designed and taught courses for the business management program. While such teaching can be accommodated without

difficulty by current budgeting practices, the design of the course to meet career program needs could be facilitated by release time. Requests have come from other career areas for regular courses, short courses, and workshops in specific areas for which department faculty are qualified. There is simply no time during the busy year to develop such courses, and no set procedure for being released from other duties to free such time. As well, there is no current understanding about how such courses lasting less than a full term might be calculated as part of one's workload, once they have been developed. It is not likely that department faculty will be able to be of considerable additional service to the other areas of the college without solving some of these problems first.

There are incidental activities undertaken by department members which do not clearly fit into categories of consulting with the community or course and program development for the college. Several department members are regularly asked to give talks, lectures, or workshops to community groups on an ad hoc basis. Radio and cable television appearances have also occurred. Some department members are writing books or scholarly articles. One member has led a group of students across the country on an exchange visit. An interdisciplinary university transfer program has been developed. These activities all are time consuming and relate to one's professional qualifications and employment at the college. Whether they should be treated as normal activities of citizens of the community serving in volunteer capacities (such as agency boards, "cancer crusaders", etc.) or as part of one's College

workload needs discussion. Perhaps the degree of regularity, nature of the activity, importance to the community or college, and other factors should be taken into consideration in this discussion. It has been suggested by some department members, though, that some of these activities could be productively and reasonably considered as part of one's employment at the college.

In February 1981 a questionnaire was distributed to Social Sciences Department members concerning the activities of the Academic Task Force. Six of the eleven department members returned completed or partially completed forms, and two non-responding members were interviewed due to their involvement in some of the projects described above. While the questionnaires were not designed to allow for quantitative summary description, some general conclusions can be drawn. First, all respondents agreed that teaching activities should not suffer due to engagement in other activities. It was noted in department discussion that many of the things that department members wish to do are the kinds of activities already being done in the career and vocational areas of the college, and that such activities are supported by release time. If the social scientists are to maximize their own benefits to the community and the college, similar opportunities to be freed from some teaching assignments will be necessary. Social scientists perceive an imbalance in the allocation of course releases when comparing the academic with the career and vocational areas, and believe that his must be examined and rectified if found to be fact.

Secondly, from the information collected it became

apparent that there is no shortage of ideas for projects, courses and other activities which would benefit from formal recognition and arrangements with the college. Ideas such as: the creation of media packages, learning packages for primary and secondary school classes, additional consulting with community groups, some of which are disadvantaged and not well-enough organized to be able to pay for time, developing new programs within the college, and offering non-university transfer academic and community education courses in an amazing variety of areas. While the ideas were copious, it is possible that some would not prove viable once serious work begins on development of materials and ideas. Yet some would certianly survive, and make a substantial contribution to the college and its communities. Some process for selecting some of the more viable possibilities and supporting them during their development and inception seems advisable.

The third major point emerging from the questionnaire responses was that the major problem in implementing the ideas and projects would be funding. Academic faculty at community colleges in B.C. are not traditionally employed for duties other than university transfer teaching. Yet in Ontario, where the colleges are organized differently, academic faculty do play a large part in career and vocational programs. Also, there has been increasing involvement by academic faculty in consulting and committee work, as well as in career and occupational education, in the United States. Without dealing at length with the difficult problem of funding, it can be mentioned that

external grants, such as that supporting the Yarrow Project, could be one important source for community research or service activities. That Coqualeetza is able to pay only release time to obtain consulting represents another method of funding. Still other agencies might be able to contract for courses on a cost recovery basis, as they now do, except that contracted faculty involvement might be factored into the regular workload. Some faculty have engaged in contract or external work on an "overload" basis, and while some may wish to continue with this arrangement, the majority of faculty would like to be able to consult or contract for short courses and workshops as part of the regular load. Thus some manner of determining the workload credits for such activities is necessary. Also, since faculty, as well as the college, will insist that regular instruction not be adversely affected, a planning structure for such activities, as well as additional faculty for teaching the basic departmental offerings, will be required. It is probable that workshops organized at short notice will still need to be contracted as they are at present on an overload basis through community education, but that regular and advance planning may allow more faculty to participate in this valuable form of educational and service activity by not requiring an extra undertaking in an already-busy schedule.

It was also noted in questionnaire responses that not all faculty desire to engage in activities outside of unversity transfer teaching. Such faculty reserve the right to reevaluate this periodically, but currently feel that they offer their best

service by educating students in the transfer courses, and informally engaging in other activities and forms of professional developmennt. It is important to affirm the validity of this preference, and the fact that it may reflect satisfaction with job as currently formulated is positive. Developmental activities must not be advertised as superior to teaching, lest those who desire to work toward excellence in teaching reduce that effort and seek the "status" of consulting or program development. This extrinsically motivated shift in activities would also lend itself to predict that the market could be flooded with programs, workshops, and other activities which could suffer from lack of dedication, while directing resources away from teaching.

That there is need in the college's communities for the input of academic faculty on various committees, societies, and to agencies and community groups can be documented by requests already made. The possibilities for serving the needs of community groups, sometimes by offering courses through community education and sometimes by direct consultantship or committee work (such as the geographer's involvement with the Historical Society's Heritage Project), are numberous and varied. The fact that there is also desire within the various program areas of the college itself for academic faculty input was documented by a questionnaire sent to other areas of the college.

Several faculty teaching in the career pograms responded with suggestions for short courses or workshops. Some requests were for briefer treatment of topics largely covered in current semester-long unversity transfer courses, and some were

for specific topics related to career program needs. One respondent observed that in order to allow academic faculty to make such a contribution to the career areas, timetabling of courses and faculty loads would need to be flexible and recognize brief courses and other activities. There were also some, but fewer, suggestions from developmental education and vocational areas. These requests also revolved around the brief-course format to meet specific needs for faculty and students.

From the foregoing it is apparent that there is much, both within the college itself and in its communities, that can be done by academic faculty. Social scientists, as specialists in community process, research, and activities, will have a significant contribution to make to an expansion of faculty roles to fill the apparent needs. That some of the projects referred to in this report have already materialized and are surviving indicates that there is already some possibility within the current work arrangements that allow for this possibility. Yet the current work responsibilities of faculty do not facilitate but rather may hinder such activities, while clearly excluding some which require a rearranged work schedule or recognition of credit for faculty teaching short courses. Therefore, a central priority is for a mechanism (committee?) to create from a variety of activities an equitable workload. This must be preceeded by an agreement to recognize formally non-teaching and short-format activities, and the guarantee that the university transfer program will not be adversely affected.

If it is agreed that we will give these proposals a try, it would be best to proceed with a few course releases for next year, coupled with encouragement to seek funding from outside sources for additional projects and needs.

D. BACKGROUND COMMENTS TO RECOMMENDATIONS

1. There have already been many positive references to this proposal. For example in the Fraser Valley College Self Study (pp. 157-158, recommendations 2 (ii), 2 (iv), pp. 271-272, pp. 275-276 and in the External Evaluation Report pp. 22-23 recommendations 1 and 2 and p. 55) are all making the point that there is a need to broaden the role of the university transfer instructor to allow for more community service and development work. Some articulation groups such as Biology are requesting that research which is not necessarily related to instruction is a valid and useful professional activity which can be rewarding to the instructor and the institution and community.
2. As above.
3. All the good intent outlined in recommendations 1 and 2 will be to little avail unless practical help in the form of more funding for development and non-traditional instruction arrives. This would likely need a two-part process. The College will need to look for ways to divert money from areas which are perhaps not as cost effective as the academic, and the College will also need to work in concert with other post secondary institutions to have the provincial government increase funding levels for academic activities. The provincial government is unlikely to pay much heed to one or two institutions asking for more.

4. The decisions as to just which activities shall be assigned workload credit and just how much credit will likely be a continuing source of some controversy. However, the attempt to completely define all such allowable activities and the appropriate weightings would likely lead to both inappropriate guidelines and the exclusion of future proposals of some merit. A committee of the kind proposed should at least ensure that the decision making is done by people intimately aware of the instructional and development processes. One option which should be looked at is the development of workload credit for various activities, particularly those which don't seem equivalent to a standard course or for the time when there are not available funds time during the term. In this latter case an individual should be able to accumulate these workload credits to be used at a later time. This would allow the rationalization of a given instructional load over a two to four year span, for example. The proposed committee may also want to consider factors such as how much workload credit should go to any given person or area within an academic year, whether or not the same person should repeatedly be given such credits in consecutive years, etc.
5. This recommendation is fairly straightforward. It merely speaks to the role of facilitation by the Director(s) where appropriate while stressing that the committee referred to in recommendation 4 may only assign the appropriate workload credits. The one thing which is <u>not</u> needed is another

committee which might end up strangling the development of good proposals through indecisiveness or bureaucratic lethargy.

6. Here is where some examination of entrails and counting of crows has been necessary since hard fact is scarce, while informed opinion abounds. The situation seems to be that the Federal government is quite unhappy with the British Columbia government. The causes are many. Two major ones seem to be the consistent lack of credit given to the federal government for its approximately 56% contribution to post secondary education funding in B.C., and the intransigence of the B.C. government when it comes to supporting the very expensive technical programmes. Most informed forecasts perdict that B.C. will need increasingly more trained technicians at least into the 1990's. The federal government knows this but unfortunately B.C. has a record of refusing to mount the expensive education programmes needed to train the technicians. Past practice has been to let immigration supply ready-trained people. Because of all this, it seems quite feasible that the federal government will significantly reduce the money going into B.C. post secondary education within the next two years. This money will be used by the federal government to support educational activities of its own choosing. This will likely occur in the form of education and training programmes initiated by large, corporate employers. Obviously this squeezes Fraser Valley

College from at least two directions. There will be less provincial money available for regular funding of ongoing programmes while there will be an increase of federal activity in an area which essentially bypass Fraser Valley College since the area does not have a plentiful supply of large scale employers. If this is essentially correct, then the College in general and the academic area in particular will need to be much more aggressive and organized in the search for alternate sources of funds as well as becoming as conversant as possible with the existing routes for established monies and the rules for manipulating them. Such concentrated activity is likely to need the attention of a particular person in the form of a part time financial or grants officer. Such a grants officer could be employed by the College to assist faculty and programme areas in applying for funds for community projects, research, or other professional activities.

7. The last general recommendation of the Evaluation Team Report on Fraser Valley College (p. 63) highlights the need for an institutional research capacity at the College. Such a person would help perform needs analyses when asked, collect follow-up data on student performance, collect literature relating to developmental activities at other institutions, etc. Other duties such as those mentioned in the three section report recommendations on p. 277 of the Self Evaluation might well be considered. Briefly they

are the analysis of the College committee structure, the analysis of the administrative workload of academic faculty, and the analysis of the relations and interactions between the academic area and the business office of the College. There are many ways these duties could be performed. They might be combined with those of financial offices to form one position, with those of someone in the L.R.C. or possibly, along with other duties, form a major part of the duties of an academic area Director. One such source of needs analysis skills and information is the Continuing Education area. We have been told that we may use their expertise at no cost to the academic area.

8. The academic area presently puts $5000 per annum into the $20,000 total for the Continuing Education brochures. Perhaps we could do much better by aiming our advertising at selected markets. We should be making much better use of existing public forums such as Frank Dolman's weekly paper column and the local radio talk shows. There have been more organized and ongoing programmes which were very successful and should be maintained. Some of these were the science topics and views seminars which were run both at the College and at the local television studios by the Natural Science area during 1976/77, the Science Spectrum series run at the College during 1980/81 by Natural Science,

and the high school guest lecture series running through 1980/81. Activities such as these usually do not involve extensive production costs beyond the instructor's time (which should be recognized and given credit). The publicity value should be significant and positive. There is a need to raise our low profile. We are an underused resource.

9. This is one more way to emphasize the importanct and status of non-transferable academic courses.

10. The College should be actively considering either multi-disciplinary academic courses or academic modules/courses designed to the vocational or career/technical student. In fact we could look to being part of a two- or three-year programme for some of these students. The reasons for this suggestion are quite simple. Many of these students are both interested in and capable of doing academic work. It also appears that some employers recognize that students with some academic background tend to be more flexible and able to learn new skills and attitudes. These employers follow two major routes. They either seek out applicants with some academic background or they make further education part of the prerequisites for advancement. Our academic area needs to be much more active in sampling the possible market for such development. This would include internal dialogue with the appropriate College areas and the use of needs analysis techniques (market surveys) of possible employer groups (see recommendation 7). There is a major

difficulty with all of this and that is the apparent governmental emphasis on skills as opposed to knowledge. However, not all of the instructors in Career or Vocational areas see this as a desirable trend. In any case, it seems clear that we need to concentrate our efforts in this direction away from direct requests for government approval until there is evident employer support. The results in the non-academic questionnaire pointed out a strong interest in academic components for vocational and career programmes. The information about these interests should be passed on to the appropriate academic faculty.

11. Obvious

12. Obvious

13. These committees could serve a very useful purpose during the design and development of non-transferable courses as well as providing feedback on the courses when they are offered. Some of these committees could be quite specific in focus and short in term.

14. Makes more specific just what is thought to be a reasonable limit to the amount of time each faculty might devote to non-traditional activities. Notice the stress on faculty's right to stay within the established forms and areas of instruction. Academic faculty interests and abilities are very diverse. It is important to realize that the College should provide a climate of freedom for faculty who wish to work in different ways while also allowing faculty to continue to do what they do well and enjoy doing.

If this is thought to be an unreasonable recommendation then it becomes necessary to have the Dean of Instruction provide the data for a comparison an analysis of the release time patterns in the academic, career/technical and vocational areas. It would be useful to see these figures as a proportion of the number of sections offered in the appropriate area along with figures for the average number of students per instructor in an area. The importance of this should not be underestimated. This is a time when working conditions for many academic faculty have dramatically changed as class sizes increase. Many academic faculty have indicated a perception of their area as generally neglected. (See recommendations 1, 2, 3, 7, 8, 11, 12, 14 as well as 15). A clear delineation of what is happening would likely do no more harm than the present perceptions. We might even find that the academic area has done better than imagined. If not then the situation should be redressed.

15. This is another aspect of the latter part of 14 as well as a reminder of some practical matters. No matter how good our results in any new directions might be it will be of little ongoing use to us unless there is documentation regarding the effectiveness of our efforts.

16. At present the two most conspicuous examples are the Open Learning Institute (OLI) and the Knowledge Network (KNOW). In the case of OLI the academic area probably has little to fear. During our interview with the OLI Director for

Programmes it became all too clear that (with some exceptions) OLI was de-emphasizing the traditional academic courses. To be blunt, the reason was low enrolments. OLI quickly saw that there was a limited viable market in the academic area and there was no reason to suspect any dramatic improvement in the near future. While OLI has, or will soon complete, degree programmes in many academic areas, they do not expect to see them flourish. Instead OLI has already moved into what they see as the areas of growth. They are developmental studies, adult basic education, technologies and business/ commerce. These developments could have serious implications for some areas of the college.

KNOW, on the other hand, is something quite different. This is a small group (4 full time employees) consisting of 2 radio announcers and political appointees, 1 technically trained media person and 1 secretary. They have been charged with providing the media highway, via satellite, for post secondary institutes to broadcast to most of B.C. There does not seem to be any lack of money. They cheerfully admit to having absolutely no educational expertise. Interestingly enough, they have been allowed to buy a supply of media-centred courses (many from a California consortium of colleges) and have been broadcasting them. We do not now receive their signal in most of our college area since the local cable people do not have a communications dish.

The College Board has recently approved F.V.C. membership in KNOW, although the decision was reached without consulting

faculty. The College might even produce material of its own for broadcast. The important thing to realize is that institutions such as Douglas College, University of Victoria and B.C.I.T. are already broadcasting programmes with plans for more. We cannot stop this and we would be rather short-sighted to ignore it. This increases the need for faculty awareness and involvement in KNOW. Faculty in general should ensure that they are organized to monitor and participate in KNOW activities.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JUL 9 1982